

South Dakota



2012-13 Accountability/School Performance Index

Report Card Calculation Guide

This resource document is designed to answer frequently asked questions regarding South Dakota's new accountability system. Additional information can be found at: <http://doe.sd.gov/secretary/spi.aspx>.

South Dakota's accountability system is based on a 100-point School Performance Index, or SPI. The SPI consists of five key indicators, with a numeric value assigned to each of the indicators, to measure a school's performance. These values are added to create a total SPI score out of 100 points. The SPI recognizes both achievement and growth, and provides schools with unique student achievement targets that encourage continuous and ongoing improvement.

The accountability system incorporates the following key indicators of school performance. The indexes will be phased in during the 2012-13 and 2013-14 school years, with full implementation in the 2014-15 school year.

School Performance Index – High School (Secondary)

Indicator #1: Student Achievement	Indicator #2: High School Completion	Indicator #3: College and Career Ready	Indicator #4: Effective Teachers & Principals	Indicator #5: School Climate
2012-13 Points: 50 2013-14 Points: 50 2014-15 Points: 25	2012-13 Points: 25 2013-14 Points: 25 2014-15 Points: 25	2012-13 Points: 25 2013-14 Points: 25 2014-15 Points: 20	2012-13 Points: 0 2013-14 Points: 0 2014-15 Points: 20	2012-13 Points: 0 2013-14 Points: 0 2014-15 Points: 10
--Percent proficient and advanced in reading and math in grade 11 on state assessment Calculation includes: --Gap Group score --Non-Gap Group score	--Graduation rate --Completer rate	--Percent of ACT math sub-scores 20 or higher --Percent of ACT English sub-scores 18 or higher	--Aggregate number of teachers in each of the three categories: Exceeds Expectations, Meets Expectations, Below Expectations	--Measurement tool needs to be determined.
Implemented in 2012-13	Implemented in 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

School Performance Index – Elementary and Middle School (Pre-Secondary)

Indicator #1: Student Achievement	Indicator #2: Academic Growth	Indicator #3: Attendance	Indicator #4: Effective Teachers & Principals	Indicator #5: School Climate
2012-13 Points: 80 2013-14 Points: 80 2014-15 Points: 25	2012-13 Points: 0 2013-14 Points: 0 2014-15 Points: 25	2012-13 Points: 20 2013-14 Points: 20 2014-15 Points: 20	2012-13 Points: 0 2013-14 Points: 0 2014-15 Points: 20	2012-13 Points: 0 2013-14 Points: 0 2014-15 Points: 10
--Percent proficient and advanced in reading and math in grade 3-8 on state assessment Calculation includes: --Gap Group score --Non-Gap Group score	--Model that uses indicators to evaluate student academic achievement over time and determines whether that progress is reasonable or appropriate		--Aggregate number of teachers in each of the three categories: Exceeds Expectations, Meets Expectations, Below Expectations	--Measurement tool needs to be determined.
Implemented in 2012-13	Implemented in 2014-15	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

INDICATOR #1: Student Achievement

A minimum of 95% participation on the state's assessment is required for a school to receive points for the student achievement indicator in the School Performance Index.

Participation Rate Calculation:

$$\text{Numerator} = \text{*Count of students tested}$$

$$\text{Denominator} = \text{Count of eligible students enrolled on last day of test window}$$

*Count of students tested includes all students who attempted to take the test by at least answering one question.

At the High School level, the Student Achievement score will be based on the percent of students scoring proficient and advanced on the statewide assessment in reading and math delivered in 11th grade.

At the Elementary and Middle School levels, the Student Achievement score will be based on the percent of students scoring proficient and advanced on the statewide assessment in reading and math in grades 3-8.

Gap Group and Non-Gap Group - One of the main components of the SPI is the creation and use of a Gap Group. South Dakota's Gap Group consists of those subgroups of students that have historically contributed to the achievement gap, based on state assessment data. Assessment data will be re-evaluated every six years to determine the composition of the Gap Group, or will be re-run when AMOs are rebased. Currently, the Gap Group contains students who are part of one or more of the following subgroups: American Indian or Alaskan Native, Black, Hispanic, Limited English Proficient, Students with Disabilities and Economically Disadvantaged Students. Students not in any of these subgroups are part of the Non-Gap group. The Non-Gap group currently consists of the following subgroups: White, Asian, Hawaiian/Pacific Islander, and Two or more races.

Points will be given for the two groups: the Gap Group and Non-Gap Group. The points will be weighted according to the size of the group. Calculations will be done separately for reading and math, with each accounting for half of the total points for this indicator.

The new system uses an N-size of 10. By using an N of 10 and the aggregate of subgroups that have historically experienced achievement gaps, almost every school in the state will have a focus on those groups of students who have traditionally experienced the largest achievement gaps. Data for individual subgroups of students will still be disaggregated and reported.

INDICATOR #2: High School Completion OR Academic Growth

At the High School level, the second indicator is called High School Completion. This indicator consists of two weighted measures: a (1) High School Completer Rate and a (2) Four-Year Adjusted Cohort Graduation Rate. Each will account for half of the points for Indicator #2.

- (1) **High School Completer Rate** is defined as the percent of students in the most recently completed school year who have attained a diploma or a GED. This would include students who graduated outside of the traditional four-year timeframe (both early and late graduates).

Completer Rate Calculation for the 2012-13 school year

Numerator = Number of students who obtained a high school diploma or GED in the current school year

Denominator = Dropouts (Grade 9 dropouts in 2009/10 + Grade 10 dropouts in 2010/11 + Grade 11 dropouts in 2011/12 + Grade 12 dropouts in 2012/13) + the number of students who obtained a high school diploma or GED in the current school year

(2) **Graduation Rate** is defined as the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. South Dakota is required to follow the Title I Four-Year Adjusted Cohort methodology in determining Graduation Rate.

Graduation Rate Calculation (Title 1 Four-Year Adjusted Cohort) for the 2012-13 school year

Numerator = Number of cohort members who graduate in four years with a regular high school diploma

Denominator = Number of first-time ninth graders in fall 2009 (starting cohort year), plus students who transfer into, minus students who are removed from the cohort during the school years 2009/10, 2010/11, 2011/12 and 2012/13

At the Elementary and Middle School levels, Indicator #2 is Academic Growth. This indicator is still in development.

INDICATOR #3: College & Career Readiness OR Attendance

At the High School level, the College & Career Readiness score will be based on the factors noted below. Each of the factors will account for half of the points for this indicator.

- 1) Percent of students whose ACT math sub-score is 20 or above (using the highest score if the ACT is taken more than once)
- 2) Percent of students whose ACT English sub-score is 18 or above (using the highest score if the ACT is taken more than once)

At the Elementary and Middle School Level, Indicator #3 is Attendance.

Attendance Calculation – reported as a percentage.

Numerator = Count of Days of Membership for all students who were enrolled at any time during the year – Count of Absent Days for all students who were enrolled at any time during the year

Denominator = Count of Days of Membership for all students who were enrolled at any time during the year

All students in grades K – 8 grade are included in the Attendance calculation even if they do not meet Full Academic Year (FAY). A school's attendance percentage is multiplied by the total points for this category to come up with a score for this indicator.

INDICATOR #4: Effective Teachers & Principals (still in development)

INDICATOR #5: School Climate (still in development)

Classification, Recognition and Support

School Performance Index scores are calculated annually, and schools ranked based on these scores. This ranking will be used to classify schools into the following categories:

Exemplary Schools High Performing – SPI score at/above top 5% High Progress – Top 5% for Growth on Certain GAP Group indicators (effective 2013-14)
Status Schools SPI score at/above top 10% (excluding Exemplary)
Progressing Schools SPI score between bottom 5% and top 10%
Priority Schools SPI score at/below bottom 5%

**A separate calculation is used to determine the Focus Schools category.

Exemplary Schools: All South Dakota public schools are eligible for recognition in one of two Exemplary categories:

- 1) **Exemplary Schools:** Schools whose overall SPI scores rank in the top 5 percent of schools across the state
- 2) **Exemplary High Progress Schools:** Schools that rank in the top 5 percent for improvement of Student Achievement and Attendance Indicators for the Gap Group (elementary and middle school levels); and Student Achievement and four-year cohort graduation rate for the Gap Group (high school level) over a period of two years.

No school with a significant achievement gap, as determined by the Focus School calculation, will be classified as an Exemplary School.

Status Schools: Schools whose total score on the SPI is at or above the top 10 percent, excluding Exemplary Schools

Progressing Schools: Schools whose total score on the SPI is above the bottom 5 percent but below the top 10 percent

Priority Schools: Schools whose total score on the SPI is at or below the bottom 5 percent. Per federal requirements, the total number of Priority Schools must be at least 5 percent of the Title I schools in the state. This classification also applies to Title I and Title I eligible high schools whose graduation rate is below 60 percent for the last two years. Tier I and II SIG schools are included in this classification as well.

In addition to the classification noted above, there also will be a Focus School category that applies only to Title I schools.

Focus Schools (Title I only)

Schools contributing to the achievement gap
Measured by certain Gap Group indicators

Focus Schools: Focus Schools are **Title I schools** that are contributing to the achievement gap. The primary calculation to determine Focus Schools looks specifically at Student Achievement and four-year cohort Graduation Rate of the Gap Group at the high school level; and Student Achievement and Attendance of the Gap Group for elementary and middle schools.

Using this combination of factors, schools whose rank is among the lowest 10 percent of Title I schools across the state will be identified as Focus Schools. Any school that is already a Priority School would not be included on this list.

As a safeguard to ensure that no single subgroup within the larger Gap Group is ignored, a Title I school in which any subgroup whose combined reading and math proficiency rate is 75% lower than the Gap Group combined reading and math proficiency rate at the same school for *the past two consecutive years* will be placed in the Focus School category.

Per federal regulations, the South Dakota Department of Education will work with districts that have Priority and Focus Schools to implement targeted supports and interventions, which are described in full detail in the state's approved ESEA Flexibility Waiver.

Special District Classifications

A district that has at least one Priority School and in which at least 50 percent of schools are Priority and/or Focus schools, is a Priority District. Only districts with three or more public schools may be identified as Priority Districts.

Confidentiality - SD DOE takes the job of maintaining and protecting the confidentiality of South Dakota students very seriously. To that end, we have developed and utilize the following protocol:

1. The State neither publishes nor publically releases any data pertaining to school performance or other matters for any group or subgroup with fewer than 10 members.
2. Individual student's results are never reported to the public.
3. In order to assure that individual students cannot be identified, school results are not publicly reported or displayed when the number of students in a subgroup is less than 10.
4. For all calculations, if the numerator or the denominator is less than 10, the resulting data is suppressed.
5. A notation will be used on all public reports when data has been suppressed.

Annual Measurable Objectives (AMOs) - To hold schools accountable, South Dakota has set unique school-level, district-level and state-level goals based on the overarching goal of reducing by half the percentage of students in the "all students" group and in each subgroup, including the newly created Gap and Non-Gap groups, who are not proficient within six years. Assessment data will be re-evaluated every six years to determine the composition of the Gap group, or will be re-run when AMOs are rebased. AMOs are set separately for the All Students, Gap and Non-Gap groups as well as for all other subgroups.

AMOs are set separately for reading/language arts and math. AMOs will be reset at the end of the six year cycle. If a school starts the six year cycle without enough students in a subgroup to set publicly reported

AMOs but has a subgroup that grows to more than 10 students, AMOs will be set for that group after one year of testing has been completed. A listing of the most recently set AMOs can be found on the Department of Education's Accountability Website. The state level six year AMOs based on the 2011-2012 data are as follows:

Math Achievement, Percent of Students Proficient or Advanced:

	Base	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
All	76.27	78.25	80.23	82.20	84.18	86.16	88.14
Gap	62.36	65.50	68.63	71.77	74.91	78.04	81.18
Non-gap	89.21	90.11	91.01	91.91	92.81	93.71	94.61
White	81.98	83.48	84.98	86.49	87.99	89.49	90.99
Native Amer.	46.64	51.09	55.53	59.98	64.43	68.87	73.32
Hispanic	62.11	65.27	68.43	71.58	74.74	77.90	81.06
Black	56.69	60.30	63.91	67.52	71.13	74.74	78.35
Asian	66.59	69.37	72.16	74.94	77.73	80.51	83.30
Hawaiian/ Pacific Isl.	75.47	77.51	79.56	81.60	83.65	85.69	87.74
Two + races	72.99	75.24	77.49	79.74	81.99	84.24	86.50
SPED	42.89	47.65	52.41	57.17	61.93	66.69	71.45
ELL	32.53	38.15	43.78	49.40	55.02	60.64	66.27
Low Income	63.03	66.11	69.19	72.27	75.35	78.43	81.52

Reading Achievement, Percent of Students Proficient or Advanced:

	Base	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
All	75.17	77.24	79.31	81.38	83.45	85.52	87.59
Gap	62.06	65.22	68.38	71.55	74.71	77.87	81.03
Non-gap	87.35	88.40	89.46	90.51	91.57	92.62	93.68
White	80.27	81.91	83.56	85.20	86.85	88.49	90.14
Native Amer.	48.67	52.95	57.23	61.50	65.78	70.06	74.34
Hispanic	64.4	67.37	70.33	73.30	76.27	79.23	82.20
Black	56.42	60.05	63.68	67.32	70.95	74.58	78.21
Asian	61.19	64.42	67.66	70.89	74.13	77.36	80.60
Hawaiian/ Pacific Isl.	71.7	74.06	76.42	78.78	81.13	83.49	85.85
Two + races	75.17	77.24	79.31	81.38	83.45	85.52	87.59
SPED	42.73	47.50	52.28	57.05	61.82	66.59	71.37
ELL	30.14	35.96	41.78	47.61	53.43	59.25	65.07
Low Income	62.61	65.73	68.84	71.96	75.07	78.19	81.31